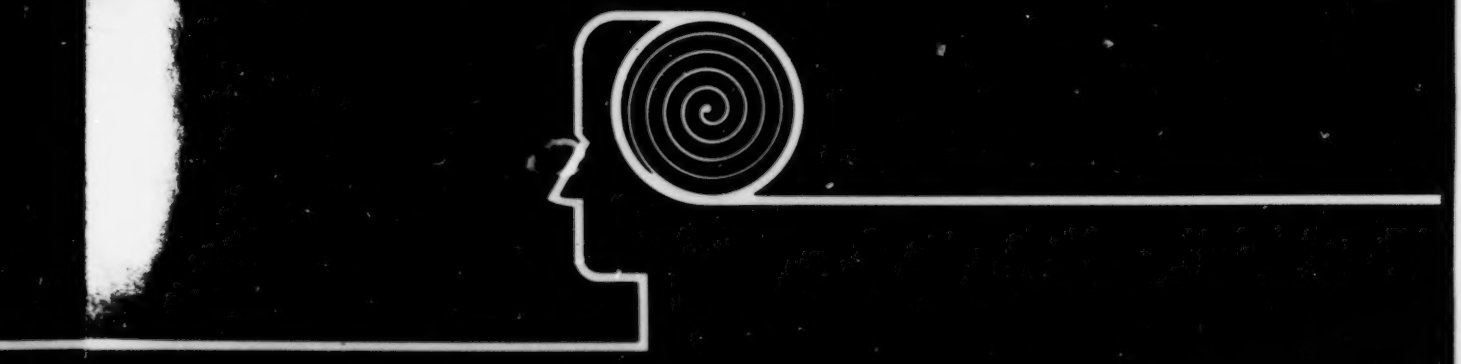
Formation et perfectionnement

Direction générale du personnel

Training and Development

Personnel Directorate



TRAINING AND DEVELOPMENT DIVISION
PERSONNEL DIRECTORATE

TRAINING AND DEVELOPMENT

IN

ENVIRONMENT CANADA

Hull, Quebec
1984

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1. TRAINING POLICY:

1.1 Training Policy

Governmental training policy established by Treasury Board states that training is a necessary investment to ensure that employees have the knowledge and skills required to support the implementation and operation of Public Service programs. Staff training is not an extraneous activity but an integral part of Human Resource Management for which Public Service managers are held accountable. In its "Principles for the Management of the Public Service of Canada" (1983), Treasury Board states that management has an obligation to "facilitate optimum employee development and utilization through job training, retraining and development programs". For this reason, the employer will pay the cost of training it considers essential using the most cost-effective means possible. This cost is recognized as an accepted part of doing business.

In addition, some collective agreements, memoranda of agreement and letters of understanding contain provisions on staff training. These also establish training policy for the groups to which they refer.

Training related to employee personal development or career advancement which is not related to the employer's human resource requirements is the responsibility of individual employees. The employer may, however, assist employees in the pursuit of personal development goals by granting leave without pay or by contributing to the costs of courses taken outside working hours (see Section 7 of this brochure).

1.2 What is Training?

Training is the process of combining instruction and practice to give employees the knowledge, skill and experience necessary to do their present jobs efficiently and effectively, or to prepare them to assume other responsibilities within the organization. It can take many forms, for example: on-the-job training, work assignments, apprenticeship, courses, seminars, symposia, meetings, workshops etc. Training may be undertaker for any of the following reasons: professional, technical and vocational training; retraining; occupational health and safety training; orientation training; developmental training or employee assistance.

1.3 Training Authorization

Training which is essential will be provided and fully paid for by Environment Canada. Participation in training is normally authorized based on need and expected results being rationally identified.

2. IDENTIFICATION OF TRAINING NEEDS

Training can be a very powerful instrument for the development of an organization's human resources and for the advancement of a career. It does not replace formal education required by positions demanding highly specialized knowledge nor does it replace learning and experience acquired as a career evolves. It is, rather, a useful supplement to both.

In some instances educational leave may be granted to allow qualified individuals with potential to update and expand their knowledge or skills so that they may move into professional and technical categories or increase their proficiency in these fields.

In addition it may be used to assist management, professional and scientific staff to acquire specific regional or inter and extra governmental experience. In all cases, subsidization in whole or in part is contingent upon the nature of the leave being congruent with Departmental development aims and priorities.

Effective training must meet the needs of both the organization and the individuals within the organization. Training activities and programs should be evaluated as to their effectiveness in meeting identified needs and in achieving expected results. The following sections suggest how the employee, the supervisor and the manager may identify training needs, and how training (having real value) may be prescribed, selected and used to the advantage of all three.

3. INFORMATION FOR THE EMPLOYEE

3.1 Why Take a Course?

People take training for many reasons, not all of them valid. Take the time to analyze your motives. Which of the statements below apply to you?

a) I need a break from the routine of my job.

b) I'd like to take an out of town course, preferably in Québec City, Vancouver, Boston ...

c) It's my turn, everyone has been on a course lately.

d) A colleague recommended a course which he/she enjoyed.

e) I'd like to show management I'm interested.

f) I saw a brochure which looked interesting.

g) My supervisor thinks I should take this course.

h) I'd like to improve my present job performance.

i) I'd like to upgrade my present qualifications to make myself more competitive for a higher level of responsibility.

j) I'd like to learn more about my field

Like most people, you probably recognized a number of these motives (plus a few of your own) in yourself. The three last, however, are the only three with potentially lasting and direct value for the progress of your career. They are also the primary ones in which your Department is interested and consequently on which it is most likely to spend its limited training funds.

3.2 How Do I Determine My Needs?

The most logical way to determine your training needs is to put specific courses and areas of interest out of your mind. First, ask yourself why you think you need training? Has your job performance suffered due to a weakness in a particular area or skill? Are there deficiencies in your background which are retarding your progress? Keeping you from advancement? Keeping you from performing at your full capacity?

Second, identify and list the KEY areas of knowledge or skill you feel could be developed to improve your on-the-job performance or potential for advancement. Try to think of a specific example from your performance or history illustrative of this "weakness".

Third, with your list in mind, explore other avenues:

a) Supervisor - Has your present supervisor identified aspects of your performance that could be improved or a strength you could build on? (either via your appraisal or off the record)? Have you ever invited your supervisor to do so? previous supervisors?

b) Co-workers - Your peers, particularly where their work interfaces with yours, will be in a good position to offer you feedback on your performance.

c) Subordinates - Although this is a source not often thought of, your subordinates, from their unique perspective, may give you insightful or illuminating comments.

Once you have explored these avenues, prepare your final list and attempt to assign priorities to the needs you have identified. Try to be as specific as possible in identifying your needs. For example, don't say "I need to improve my communications skills". Say, "I am weak in letter writing" or "I have difficulty giving effective speeches". Ensure that your needs and weaknesses are tied as concretely as possible to where they manifest themselves. Don't forget your strong points either. Say "I am recognized as a very good letter writer. With training in writing letters for senior management signatures, I could be even more useful."

In addition, you should not consider "taking a course" to be the immediate answer. With needs or weaknesses in hand, look around the work place. Can you volunteer to work on a committee which will give you an opportunity to strengthen a weak area? Can you ask for an additional assignment or an informal exchange to help you? Can you read something or talk to someone?

3.3 How Do I Decide Which Course?

Presuming you have followed all of the suggestions above, you may still have several specific areas in which you could profit from development. You should now seek out information regarding specific courses or programs. The Public Service Commission (PSC) calendar provides a good overview of relevant courses. Colleges, universities and private training institutes also provide a wide variety of programs.

Most Services have a Training Contact who can assist you, as well as a regional Training Officer. They can advise you of courses available within the Department (the Training Officer has a copy of the "Departmental Inventory of Training Activities"); via the Public Service Commission or from outside sources that offer training in areas related to your needs. They will also provide you with information regarding the cost and relative merits of each choice. Should you decide to proceed with one of the options, the Training Contact or Training Officer will also assist you with the administrative details and explain reimbursement policies (see page 15).

Once you have thoroughly explored your choices, discuss your training needs with your supervisor. He/She has various issues to consider but may decide to help you to begin meeting your training objectives. Keep in mind that the program you select should satisfy your training needs in the most cost effective manner; it is often useful to provide your supervisor with a price comparison and relative merits of each, as well as the benefits he/she can expect.

4. INFORMATION FOR THE SUPERVISOR

4.1 Does the Employee Need Training?

Questions to be answered are:

"What are the individual's highest priority training needs?"

"What areas constitute his/her developmental requirements either for improving present job performance, building on strengths, or upgrading potential for advancement?"

"How did I reach conclusions? (Specific behaviours illustrative of the need)."

This is the same process you follow during the annual appraisal. Has the employee's performance failed to meet, or exceeded my fullest expectations? How? By asking yourself these questions, you are identifying potential training needs. You will usually identify several areas requiring improvement or development, some of which will require training, others not.

4.2 Which Development Areas are Genuine Training Needs?

The decision as to which of the development needs you have identified are training needs is best made in consultation with the employee. Together you can decide on areas where specific courses may be required or beneficial, and on the courses themselves. A Training Officer may also be able to assist you, should you require it. He/She will be able to tell you what courses are available and where, and what the relative costs and merits are. The Service Training Contact or Training Officer can also assist you, should you require it, with administrative details and reimbursement policies and procedures.

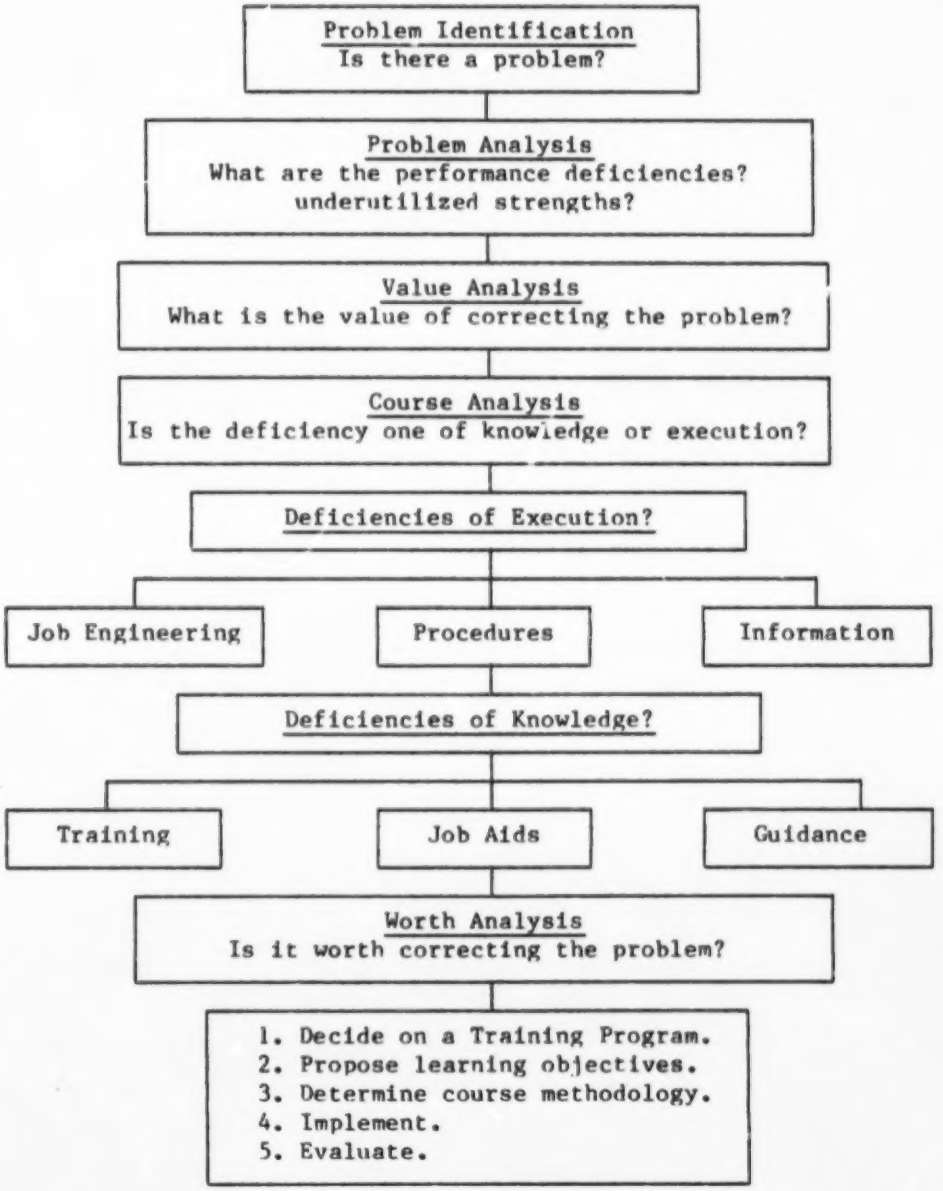
Before committing yourself to providing formal training, either in response to an employee's request or your own evaluation, ask yourself the questions on the following page. This will help you decide whether there is a training need or not. As well, you should ensure that funds are available for the alternative you are considering, either in your own or the Responsibility Centre budget. It is not sufficient just to recommend courses hoping "something will be done about it". You and your employee share responsibility for ensuring that identified needs are met, and recommended training is actioned. This encompasses both the administrative effort to ensure the course is applied for, requirements are met, and the training undertaken, and, as well, that the activity is evaluated by both you and the employee. Its value for future use should be considered here.

4.3 THE SYSTEMATIC APPROACH TO THE IDENTIFICATION OF TRAINING NEEDS

Problem* Identification

Is there a problem? If yes, specify problem and determine effect problem is having on the organization.

Is the problem worth solving? Provide explanation of problem.



*Note: The word "problem" in this context encompasses both a performance deficiency or a strength which requires development in order to utilize it better.

5. INFORMATION FOR THE MANAGER

The effectiveness of a work group is dependent upon the composite of knowledge, skills and abilities that they individually are able to provide. The most obvious way a manager can control this composite is through effective recruitment. Recruitment, however, must often be complemented by other management action (such as training) to ensure that the human resources are being fully utilized.

5.1 What Role Do I Play in Determining Training Needs?

Two levels of information about training needs are at your disposal. The first is the employee's own indication (on latest appraisal documents) of training which they feel they need. These requests, proceeding as they do from introspection and self-analysis, are a valuable source of information.

The second level, on the same review form, will provide you with the supervisor's training recommendations. This is the product of a supervisor's analysis of the employee's performance and a careful assessment of areas requiring development.

Before authorizing training, you will wish to assure yourself that both parties are seriously committed to a course which has clear and demonstrable rewards for them and for the organization. You also have an additional contribution to offer in the systematization of training which stems from your vantage point in the organization. An individual's training needs must be analysed in their aggregate with organizational objectives. How should the organization evolve to meet its future obligations in terms of the knowledge, skill and ability pool of its members? Training should be rooted in the strategic or operational plan for your area.

5.2 Training as a Human Resource Strategy for Increasing Participation of Target Groups

Target groups are women, indigenous people and handicapped persons. These groups are the subject of an affirmative action program which is designed to eliminate systemic discrimination and to increase their representation

in key groups, such as the Senior Management Category. When seen in relation to training or development, the goals of this program must be kept in mind when recommending or authorizing training and development for individuals. Training is a necessary investment to achieve government objectives in the promotion of equal opportunity for under-represented groups.

5.3 Planning for Employee Training

Most regions are attempting to meet training demands in their region by developing formal training plans as part of the Human Resource Planning cycle. The advantage of a training plan to you, the manager, is that it helps to formally identify and assign priority to real needs; that it ensures fairer and more equitable distribution of training dollars; that it can be co-ordinated with action plans for targeted groups and can assist with budgeting, and finally that a formal training plan lends itself to internal co-ordination within the Division or Service. Your role, as a manager, is to co-operate fully in the formalization of a training plan for your employees.

6. TRAINING ADMINISTRATION

Training within Environment Canada is a decentralized operation. Many areas within the Department design and give training in response to needs. Your first contact (to apply for a course, or seeking information) will be with your Service Training Contact or Regional Training Officer. A list of the latter follows:

Atlantic Region (Dartmouth)

Regional Training Officer - Art Curry 426-3216
15th Floor, Queens Square
45 Alderney Drive
Dartmouth, N.S. B2Y 2N6

Québec Region

Human Resources and Training Officer - Claudette Boucher 694-4843
C.P. 10100
1141 Route de l'Église, 7e étage
Ste-Foy, Québec G1V 4H5

NCR

Human Resource Planning, Training - Jeanne Pagnan 994-1692
and Development Officer
3rd Floor
Place Vincent Massey
351 St. Joseph Blvd.
Hull, Quebec K1A 1C8

Ontario Region

Cornwall

Training and Development Officer - Ron Surgenor 993-7951
132 Second St., 4th Floor Ext. 206
Cornwall, Ontario K6H 5V4

Downsview

Training and Development Officer - Chris Green 667-4770
4905 Dufferin St.
Downsview, Ontario M3H 5T4

Burlington

Human Resources Planning Officer - Susan Pettit 637-4591
Canada Centre for Inland Waters
P.O. Box 5050
Burlington, Ontario L7R 4A6

Prairies Region (Winnipeg)

Personnel Generalist - Brenda Hebert 949-2129
307 - 391 York Avenue
Winnipeg, Manitoba R3C 0P4

Western Region (Calgary)

Classification and Training Officer - Wendy Sheridan 231-4557
520 - 220 4th Avenue S.E.
P.O. Box 2989 Station M
Calgary, Alberta T2P 3H8

Western Prairie and Northern Region (Edmonton)

Staff Relations and Training Officer - Ron Czuj 420-2507
Room 901 - 9942 - 108 St.
Edmonton, Alberta T5K 2J5

Pacific and Yukon Region (Vancouver)

Regional Classification, Staffing and 666-5909
Training Officer - John Davis
P.O. Box 1540
15th Floor, 800 Burrard Street
Vancouver, B.C. V6Z 2G7

Training Officers will be able to provide you with assistance on the following:

- processing of course applications for Environment Canada courses;

- processing nominations for other courses, applications for tuition reimbursement and/or educational leave;

- finding current information on courses, seminars and educational opportunities.

- developing/teaching/co-ordinating internal courses to meet common training needs.

Certain programs are co-ordinated by Head Office Training and Development Division. Contacts for these programs are listed in the descriptions of each program in Section 8.

7. HOW TO APPLY FOR COURSES

7.1 Environment Canada Courses

To take any course offered by Environment Canada, it is necessary to complete the Treasury Board "Training Application and Authorization Form" (TBS/SCT 330-179)*. This form is required whether or not there are any direct costs, for departmental and central registry records. It does not replace any other forms or applications which must be completed and submitted to the sponsoring area.

Instructions for completing the application form are included with it. Be sure to fill out the form completely and correctly so that your application will be processed with minimum delay. The completed application should be submitted to your supervisor for his/her approval (indicating by initialling in Section 31). He/She will also forward it to the appropriate person for authorization (unless he/she is authorized to do so).

* Note: There is only one exception: if so advised by the Course Director, your Training Contact or Regional Training Officer may advise you that a group training form (called the Departmental Training Record) will be used. In such a case it is not necessary to complete the "Training Application and Authorization" form. The group form may be used only where training costs per participant do not exceed $99.00 and at the discretion of the Course Director. When a group form is completed for a course you must still supply the required personal information (including SIN) and your Responsibility Centre code.

7.2 Public Service Commission Courses

Courses and services offered by the Staff Development Branch are listed in an annual calendar published by the PSC in the early fall each year. To apply for a PSC course, submit a completed Treasury Board "Training Application and Authorization" Form (TBS/SCT 330-179). Since a PSC course entails a charge to the Department, Boxes 36 and 37 ("Financial Code" and "Estimated Cost") must be completed before the application can be processed.

The procedure for completion and processing of the form is the same as for Environment Canada courses (see preceding section). Costs for PSC courses are listed in the calendar. Tuition fees are covered by your division as well as any other applicable costs.

TWO IMPORTANT NOTES:

First, seats on PSC courses are assigned on a first come, first served basis. The earlier you submit your application, the better your chances of getting a seat in the course and session you prefer. Second, if you are scheduled for a course and must cancel less than 10 working days before it begins, the Department must find a substitute or your division will be charged the full cost of the course.

7.3 Outside Sources

During Working Hours

Training required by an employee may not be available within the Public Service or, if available, may not be the most suitable due to scheduling, cost-effectiveness, or for other reasons. In such cases, training should be sought at non-public service institutions or private organizations. To apply for this type of training, submit the "Training Application and Authorization" Form (TBS/SCT 330-179). Be sure to complete Boxes 36 and 37 before forwarding the form. Your application for such a course must first be approved by your supervisor (indicated by his/her initials in Box 31)

and then approved by your Director or authorized officer. By approving your application the Department grants you blocks of time, as in one or two weeks for a particular course or several hours per week over a semester or school year according to the requirements of the course you are taking.

Completion of the Training Application and Authorization does not mean you are automatically registered for the training. Once you have been given authorization, it is your responsibility to ensure that the registration requirements of the organization or institution are met. You should also ensure any other necessary documentation such as travel authorization forms, for example, are completed.

Outside Working Hours - Reimbursement

Training and development outside working hours may, in many instances, constitute an economic and practical means to meet the needs of both the Department and the employee. Departmental policy, in fact, encourages this method of meeting training needs in preference to others when circumstances permit.

Courses are available at many of the educational institutions located in towns and cities where Environment Canada has offices. Employees who wish to take courses may be eligible for the reimbursement of course costs.

Note: Correspondence courses given by colleges, universities and other institutions are also eligible for reimbursement under the same terms and conditions as regular courses. They are also viable alternatives for employees of the Department who may be outside the larger centres.

To encourage and assist employees who are prepared to invest in their own development, and to provide in a general way for the present and future human resource requirements of the Public Service, it is the policy of Environment Canada to reimburse tuition fees, in whole or in part, for courses taken by employees outside working hours where these courses contribute to the development of employee skills and qualifications.

Environment Canada will provide 100% reimbursement of tuition fees and related course costs for courses taken outside working hours that contribute directly to the development of employee job skills and knowledge or to the improvement of employee qualifications.

Environment Canada (at managerial discretion) may provide partial reimbursement of tuition fees and related course costs for courses taken outside working hours that contribute generally, but not directly, to employee job skills and knowledge.

Reimbursement shall not be provided for courses that have no relationship to the Public Service or employee qualifications.

Employees apply for tuition reimbursement using the "Training Application and Authorization" Form (TBS/SCT 330-179). The nature of the approval granted will be indicated in Box 33.

8. TRAINING AND DEVELOPMENT PROGRAMS

8.1 Personnel

A variety of personnel management courses are offered by most regional personnel offices, either on a scheduled, or by demand basis. A list of the more common ones follow:

Staffing - the legal framework; phases of the staffing process, preparation of the statement of qualifications and rating guide, screening and selection boards, official languages and evaluation of candidates. (3 days)*

*Note: Course lengths cited ae the average length. Individual offerings may differ.

Staff Relations - a course covering topics including managerial rights, labour management consultation, collective bargaining, administering collective agreements, handling discipline problems, employee complaints, work stoppage and the employee assistance program (2.5 days).

Introduction to Classification - intended for all employees, the course introduces the basics of the classification system, its objectives and the responsibilities of the different actors (managers, employees, classification officers, Treasury Board) (1 or 2 days).

Job Evaluation - intended for participants in classification committees, the course introduces the basics of the classification system and develops job analysis and evaluation skills (3 days).

Job Description Writing - intended for managers, the course identifies the essential components of a duty, gives a path to follow in describing the duties of a position and clarifies the use of a job description in the classification process (2 days).

Performance Evaluation and Employee Appraisal - the appraisal process, goals, objectives and performance indicators; evaluating achievement, skills and performance; career recommendations, training and development; the Department policy and cycle; the appraisal interview. (1 or 2 days)

Retirement Planning - information on options and monetary benefits under the Public Service Superannuation Act, the Canada/Quebec Pension Plan, Old Age Security, Financial and Estate Planning and other aspects of retirement e.g. health, living accommodation and leisure time activities (2-3 days).

Financial Management - as part of the management process, the financial management process, financial control, its role, decision support systems, IMPAC, management information, project management, office technology, material management and a service overview (18 days in total).

Supervisory Orientation Program

Module I - role of the supervisor, functions of supervision, planning and organizing, controlling, delegating, motivating, leadership, managing change, communication - organizational and interpersonal, meetings, performance review and employee appraisal. (5 days)

Module II* - problem solving and decision making, time management, human resource management, managing conflict and stress, introduction to staffing, staff relations, Employee Assistance Program, counselling and communication. (5 days)

Middle Management Orientation Program - the Middle Manager in the Organization; functions, managerial processes, middle manager's role - machinery of government; decision-making process in government and in DOE - Planning: concepts, planning system in DOE - Control: processes, tools, workplans - Financial Administration in DOE - Organizing: concepts and practices - Human Resource Management: overview of personnel functions and their interrelationship, roles and responsibilities of the middle manager - Organizational Behaviour and Interpersonal Communication - Problem Solving and Decision-Making. (10 days)

8.2 Equal Opportunities for Women (PSC)

Of special interest to women public servants, the Public Service Commission offers a course called Career Advancement Seminar for Women Public Servants. Prepared by the Equal Opportunities for Women Branch in co-operation with a private consultant, it deals with four areas of special interest to women wishing to develop their careers within the Public Service. These are: the self; the strategies; the system and the skills. Information regarding the course is available through the EOW office. In addition, it may be offered within the Department if there is sufficient demand.

* available in 1984

8.3 Technical Courses

From time to time, various technical courses (such as computer technology) will be available internally. Information on this type of course will be circulated to managers and to Training Contacts.

8.4 Educational Leave

Educational leave is normally granted for the purpose of attending an academic institution on a full-time basis. However, it is also part of a series of developmental leave possibilities including also executive development leave, professional development leave, post-doctorate transfer of work and sabbatical leave. Depending on how closely the leave proposal is consistent with departmental development priorities and development objectives, various levels of assistance may be authorized. These include leave with full pay and allowable expenses, leave with an allowance equal to half pay and allowable expenses or leave without pay. (In this latter type financial assistance in terms of tuition costs may or may not be authorized). Educational leave is available to all employees of the Department who have been in their present job long enough to have demonstrated their competence (usually a year or more although in some cases as much as three), and who have demonstrated a consistently good level of performance or are recognized as outstanding authorities in their field. Educational leave is generally granted for periods of three months to one year, which can be renewed or extended by review of the decisions (the employee must provide evidence of satisfactory progress during the previous period of leave)*.

Applications for educational (development) leave should be made by completing the form "Request for Development Leave, Interchange and Secondment" and a "Development Leave Agreement" (the latter to be completed by the responsibility centre manager or establishment head). Leave up to 6 months can be granted by the Director-General, in excess of 6 months requires the approval of the Assistant Deputy Minister for the Service. As a further condition for the granting of leave, the employee may be required to file a letter of undertaking with the Department.

* Some Services have developed policies on Educational Leave. Managers and employees are advised to consult with their Training Officers prior to formally requesting Educational Leave.

8.5 SPECIAL DEVELOPMENT PROGRAMS

Title	Description/Objectives	Duration	Target Population	Dates	Cost and Other Information
Career Assignment Program (CAP)	Formal training program followed by development assignments. Instituted to respond to the needs of high calibre/high potential men and women aspiring to senior management positions.	Eight week course. Assignment of 12 to 24 months each. Total duration approximately 5 years.	Middle Management 1 to 4 candidates annually	October (French session) April (English session) Course begins the following year. Call letter to ADM's	Approximately $3000. to cover meals and accommodation. Other expenses as required for relocation and travel.
Special Development Programs (SDP)	Three advanced programs in management to the masters level, combining formal course study and travel.		Senior middle management for all three programs		Approximate cost equivalent to the participant's salary. Participants are subject to Foreign Service Directives
	a) Canada/U.K. Exchange Program, London	12 months	1 candidate annually	March/September	"
	b) College of Europe (CEC) Bruges and Brussels, Belgium	10 months	1 candidate annually	March/October	"
	c) Ecole nationale d'administration (ENA) Paris	13 months	1 candidate annually	March/ November	"
	A fourth program in advanced management for those who will become public administrators	16 months to 3 years (part-time)	Supervisor or middle management	March/August	Approximately $800. registration fee. Other expenses such as relocation or travel as required.

Title	Description/Objectives	Duration	Target Population	Dates	Cost and Other Information
	d) Ecole Nationale d'Administration Publique (ENAP) - various locations in the province of Quebec		2 - 3 candidates annually	Call letter to ADM's	
National Defence College, Kingston	Program combining formal course of study and travel concerning questions of national interest which determine Canadian domestic and foreign policy.	43 weeks	Senior middle management or senior management 1 candidate annually	January/ September Call letter to ADM's	From $2000. to $12,000. depending upon whether relocation to Kingston is required or not.
Transport Canada	Program concerning all aspects of transportation i.e. economic, social, political and technological factors which have influenced the development of transport.	4 weeks	Senior middle management 1 - 2 candidates annually	June/ September March/May Call letter to ADM's	$1200. which covers the stay in Cornwall.
Interchange Canada	Program which seeks to promote the exchange of skills and knowledge with other levels of government or the private sector using temporary assignments.	12 months minimum, renewable to a maximum of 3 years	Middle management and senior management	At any time	Assignments normally sought by the participant him/herself. No cost to the Environment Canada employee except moving expenses, if required.

8.5 SPECIAL DEVELOPMENT PROGRAMS					Page 22
Title	Description/Objectives	Duration	Target Population	Dates	Cost and Other Information
International Interchange	Development assignments generally with international organizations (UN, NATO, etc.). Scientific positions most often the type available.	12 - 36 months	Middle management and senior management unlimited	At all times by means of posters sent to all Services (ADM's)	Participants subject to Foreign Service Directives.
Special Assignment Pay Plan (SAPP)	Program designed to give limited compensation flexibility for the purposes of: special recruitment; special project; training and development assignments; pre-retirement assignments and CAP training assignments.	max 24 months max 24 months max 24 months max 36 months max 72 months	All employees except: EX/SM and equivalents departmental quota exists for all SAPP appointments except CAP	At any time	No cost to the employee
Administrative Trainee - Personnel ATPE	(New program, particulars to be determined)		High potential administrative support staff		

8.6 Contacts

YOUR FIRST CONTACT FOR ANY PROGRAM SHOULD BE WITH YOUR SERVICE TRAINING CONTACT OR REGIONAL TRAINING OFFICER. Certain programs also have additional co-ordinators. A list of additional contacts for the training and development programs listed in Section 8 follows:

For: Performance Evaluation and Employee Appraisal
Retirement Planning
Staffing
Staff Relations

Contact: Regional Training Officer
(see list in Section 6)

For: Career Assignment Program (CAP)
Special Development Programs (SDP)

Contact: Nicole Leblanc
Training and Development Officer
Training and Development Division
Personnel Directorate
24th Floor, North Tower
Les Terrasses de la Chaudière
10 Wellington St.
Hull, Québec
K1A 1C7
(819) 997-6495

For: International Interchange
Middle Management
National Defence College
Senior Transportation Management Course

Contact: Guy Roy
Training and Development Co-ordinator
24th Floor, North Tower
Les Terrasses de la Chaudière
10 Wellington St.
Hull, Québec
K1A 1C7
(819) 997-6495

For: Classification
Job Evaluation
Job Description Writing

Contact: Regional Classification Officer
(a list follows)

NCR	Claude Monfils Chief, Classification, Compensation and Benefits 3rd Floor, Place Vincent Massey 351 St. Joseph Blvd. Hull, P.Q. K1A 1C8	997-3111
ATLANTIC	E. Razzolini Senior Classification Officer 15th Floor Queen Square 45 Alderney Drive Dartmouth, N.S. B2Y 2N6	426-5781

QUEBEC	A. Lespérance Regional Chief Classification and Organization 1141 Route de l'Eglise 7th Floor Ste-Foy, Québec G1V 4H5	694-7383
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For: Supervisory Orientation Program
Module I
Module II

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For: Career Advancement for Women Public Servants (PSC)

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or

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or

Regional Training Officer or Human Resource Planning Officer

For: Financial Management

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For: Administrative Trainee - Personnel

Contact: (To be determined)

For: Special Assignment Pay Plan (SAPP)

Contact: Regional Personnel Manager
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8.7 References:

Environment Canada Policy and Procedures Manual

Chapter 3-2 Leave of Absence and Secondment to Work for Another Organization
Chapter 3-3 Special Assignment Pay Plan (SAPP)
Chapter 3-4 Assignment to International Agencies
Chapter 4-1 Training and Development Policy
Chapter 4-2 Out-Service Training and Development
Chapter 4-3 Management Development Policy

Treasury Board Canada Personnel Management Manual

Volume 4 Human Resource Usage (includes policies on Training and Development, Affirmative Action, CAP etc.)
Volume 20 Training
Volume 27 Courses and Educational Services of the PSC

CAP - The Making of an Executive - Career Assignment Program 1984 published by the Public Service Commission of Canada Management Category Programs Branch.

Interchange Canada - The federal program of personnel exchange published by the Public Service Commission of Canada.